

CHARLESTON SCHOOL DISTRICT

75 Calhoun Street
Charleston, SC 29401

GRADES PK-12

ENROLLMENT 42,118 Students

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING: **GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	15	5	0	0

IMPROVEMENT RATING: **AVERAGE**

ADEQUATE YEARLY PROGRESS: **NO**

This district met 36 out of 37 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Average	No

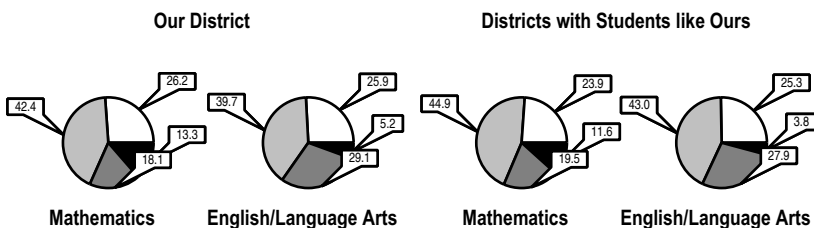
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	72.4	N/A	N/A	76.3	N/A	N/A
Passed 1 subtest	14.0	N/A	N/A	12.9	N/A	N/A
Passed no subtests	13.6	N/A	N/A	10.8	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	17.5	15.2
Seniors who met the SAT/ACT requirement	19.1	15.7
Seniors who met the grade point average	39.3	49.9

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	19,982	99.4	25.9	39.8	29.1	5.2	34.3
Gender							
Male	10,272	99.2	30.3	39.6	26.3	3.7	30.1
Female	9,710	99.5	21.3	40.0	32.0	6.6	38.7
Racial/Ethnic Group							
White	7,805	99.6	8.7	34.2	46.7	10.4	57.1
African-American	11,238	99.6	38.2	44.2	16.3	1.3	17.6
Asian/Pacific Islander	260	97.7	12.3	28.1	43.0	16.6	59.6
Hispanic	610	92.5	35.7	36.8	24.9	2.5	27.5
American Indian/Alaskan	40	100.0	8.1	48.6	37.8	5.4	43.2
Disability Status							
Not Disabled	16,866	99.5	21.8	40.5	32.0	5.8	37.8
Disabled	3,116	98.5	49.2	36.0	13.3	1.5	14.8
Migrant Status							
Migrant	10	90.0	71.4	28.6	0.0	0.0	0.0
Non-Migrant	19,972	99.4	25.9	39.8	29.1	5.2	34.3
English Proficiency							
Limited English Proficient	322	82.9	56.8	32.3	9.6	1.3	10.9
Non-Limited English Proficient	19,660	99.6	25.5	39.9	29.4	5.2	34.6
Socio-Economic Status							
Subsidized meals	11,336	99.3	38.2	43.9	16.7	1.2	17.9
Full-pay meals	8,633	99.4	10.4	34.6	44.8	10.1	55.0
Mathematics							
All Students	19,980	99.7	26.2	42.4	18.1	13.3	31.4
Gender							
Male	10,271	99.6	27.3	41.3	17.3	14.1	31.4
Female	9,709	99.8	25.0	43.5	19.0	12.5	31.5
Racial/Ethnic Group							
White	7,804	99.7	9.2	35.6	28.6	26.6	55.2
African-American	11,237	99.7	38.8	47.3	10.5	3.4	13.9
Asian/Pacific Islander	260	100.0	7.1	28.6	23.9	40.3	64.3
Hispanic	610	99.7	26.9	48.5	17.8	6.9	24.6
American Indian/Alaskan	40	100.0	10.8	40.5	32.4	16.2	48.6
Disability Status							
Not Disabled	16,864	99.9	21.4	43.4	20.0	15.2	35.2
Disabled	3,116	98.9	52.8	36.7	7.5	3.0	10.6
Migrant Status							
Migrant	10	100.0	42.9	28.6	28.6	0.0	28.6
Non-Migrant	19,970	99.7	26.2	42.4	18.1	13.3	31.4
English Proficiency							
Limited English Proficient	322	100.0	38.1	45.5	10.1	6.2	16.3
Non-Limited English Proficient	19,658	99.7	26.0	42.3	18.2	13.4	31.7
Socio-Economic Status							
Subsidized meals	11,334	99.7	38.3	47.1	10.8	3.8	14.6
Full-pay meals	8,633	99.7	10.9	36.4	27.3	25.3	52.7

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	3,240	99.6	18.4	36.0	39.7	5.9	45.6
	Grade 4	3,490	99.7	23.3	43.0	31.2	2.5	33.7
	Grade 5	3,589	99.5	36.1	45.2	17.6	1.1	18.7
	Grade 6	3,483	99.5	35.9	37.0	21.7	5.4	27.1
	Grade 7	3,304	98.7	30.9	47.1	20.1	1.9	22.0
	Grade 8	3,439	98.7	35.1	46.1	16.5	2.3	18.8
2004	Grade 3	3,110	99.6	14.3	28.9	44.8	12.0	56.8
	Grade 4	3,249	99.6	20.1	39.1	37.0	3.8	40.8
	Grade 5	3,469	99.7	27.6	47.3	23.1	2.0	25.1
	Grade 6	3,549	99.9	35.3	35.9	23.6	5.2	28.8
	Grade 7	3,396	99.7	30.9	47.6	19.2	2.4	21.5
	Grade 8	3,253	99.7	26.7	45.7	23.0	4.6	27.6

Mathematics								
2003	Grade 3	3,240	99.8	18.7	45.6	21.7	14.0	35.7
	Grade 4	3,490	99.8	21.6	44.6	20.4	13.4	33.8
	Grade 5	3,589	99.7	28.7	45.7	17.5	8.1	25.6
	Grade 6	3,483	99.7	27.2	37.3	19.1	16.4	35.5
	Grade 7	3,304	99.5	33.3	39.0	15.2	12.5	27.7
	Grade 8	3,439	99.6	36.7	45.0	12.2	6.1	18.3
2004	Grade 3	3,110	99.7	16.1	50.1	22.6	11.1	33.7
	Grade 4	3,249	99.8	21.3	41.9	19.2	17.6	36.8
	Grade 5	3,469	99.9	27.6	42.2	16.2	14.0	30.2
	Grade 6	3,549	99.9	26.7	38.8	19.8	14.6	34.5
	Grade 7	3,396	99.6	32.0	40.0	15.1	12.9	28.1
	Grade 8	3,253	99.8	34.0	45.6	13.4	7.0	20.4

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	3,088	97.1	16.3	25.8	28.3	29.5	57.8
Gender							
Male	1,540	97.1	20.3	25.5	27.4	26.8	54.2
Female	1,548	97.2	12.4	26.2	29.2	32.2	61.4
Racial/Ethnic Group							
White	1,295	98.8	4.5	13.6	31.8	50.1	81.9
African-American	1,673	95.9	25.9	35.8	25.6	12.7	38.3
Asian/Pacific Islander	46	95.7	4.8	14.3	28.6	52.4	81.0
Hispanic	56	96.4	25.0	29.2	22.9	22.9	45.8
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,727	97.6	11.0	26.3	30.2	32.4	62.7
Disabled	361	93.4	58.4	21.9	13.4	6.4	19.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	3,088	97.1	16.3	25.8	25.5	29.5	57.8
English Proficiency							
Limited English Proficient	29	93.1	55.6	33.3	11.1	N/A	11.1
Non-Limited English Proficient	3,059	97.2	16.0	25.8	28.5	29.8	58.3
Socio-Economic Status							
Subsidized meals	1,350	95.7	27.3	36.3	25.1	11.3	36.4
Full-pay meals	1,737	98.2	8.0	17.8	30.8	43.5	74.3

Mathematics							
All Students	3,085	96.8	23.4	27.2	25.5	23.9	49.4
Gender							
Male	1,538	96.7	25.9	24.6	23.1	26.5	49.6
Female	1,547	96.9	21.0	29.8	27.8	21.4	49.2
Racial/Ethnic Group							
White	1,295	98.5	6.7	17.2	32.3	43.8	76.1
African-American	1,670	95.5	37.3	35.7	20.1	6.9	27.0
Asian/Pacific Islander	46	95.7	2.4	11.9	19.0	66.7	85.7
Hispanic	56	98.2	28.6	22.4	26.5	22.4	49.0
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,725	97.4	18.2	28.2	27.4	26.2	53.6
Disabled	360	92.5	65.2	19.1	10.2	5.5	15.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	3,085	96.8	23.4	27.2	25.5	23.9	49.4
English Proficiency							
Limited English Proficient	29	96.6	46.4	21.4	21.4	10.7	32.1
Non-Limited English Proficient	3,056	96.8	23.2	27.2	25.5	24.1	49.6
Socio-Economic Status							
Subsidized meals	1,347	95.5	37.9	35.5	19.2	7.4	26.6
Full-pay meals	1,737	97.8	12.3	20.8	30.3	36.6	66.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	2,145	93.0%	2,030	17.5%	2,434	74.2%	N/A
Gender							
Male	927	94.5%	889	18.6%	1,113	69.6%	
Female	1,146	93.7%	1,141	16.7%	1,321	78.0%	
Racial/Ethnic Group							
White	1,009	99.3%	958	32.8%	1,041	86.3%	
African American	1,000	88.8%	1,016	2.3%	1,323	64.2%	
Asian/Pacific Islander	31	93.5%	23	52.2%	26	84.6%	
Hispanic	30	96.7%	27	18.5%	34	82.4%	
American Indian/Alaskan	3	I/S	2	I/S	1	I/S	
Disability Status							
Not disabled	1,900	94.7%	1,869	18.9%	2,218	79.2%	
Disabilities other than speech	175	87.4%	161	1.2%	216	22.7%	
Migrant Status							
Migrant	2	I/S	0	N/A	N/A	N/A	
Non-migrant	2,062	94.1%	2,030	17.5%	N/A	N/A	
English Proficiency							
Limited English proficient	7	85.7%	17	17.6%	19	31.6%	
Non-LEP	2,050	94.1%	2,013	17.5%	2,380	74.7%	
Socio-Economic Status							
Subsidized meals	667	87.9%	652	2.8%	897	63.2%	
Full-pay meals	1,405	97.0%	1,378	24.5%	1,537	80.6%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	93.0%	94.6%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	2,434	726
Number of Diplomas	1,806	553
Rate	74.2%	76.3%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	488	487	478	477	966	964
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	18.5	17.8	18.7	18.2	19.4	18.6	19.1	18.7	19.1	18.4
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 42,118)				
First graders who attended full-day kindergarten	95.6%	N/C	95.7%	97.2%
Retention rate	5.2%	Up from 0.7%	5.1%	5.3%
Attendance rate	95.2%	Down from 95.7%	96.3%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%		5.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%		5.1%	5.1%
Eligible for gifted and talented	18.9%	Up from 16.5%	15.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.4%	Down from 11.0%	11.7%	10.9%
Older than usual for grade	6.9%	Down from 25.0%	4.4%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Up from 1.1%	1.5%	1.1%
Enrolled in AP/IB programs	18.3%	Down from 24.8%	11.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	476	Down from 805	233	157
Completions in adult education GED or diploma programs	356	Down from 434	50	39
Annual dropout rate	4.0%	Up from 3.2%	4.0%	2.9%
Teachers (n= 3,226)				
Teachers with advanced degrees	50.0%	Up from 49.4%	50.0%	50.0%
Continuing contract teachers	76.0%	Down from 77.7%	85.5%	84.6%
Highly qualified teachers**	86.7%	N/A	92.1%	92.5%
Teachers with emergency or provisional certificates	8.5%		4.1%	4.4%
Teachers returning from previous year	88.3%	Up from 87.1%	91.0%	89.9%
Teacher attendance rate	95.1%	Down from 95.5%	94.9%	94.7%
Average teacher salary	\$40,092	Up 1.5%	\$40,855	\$40,566
Vacancies for more than nine weeks	1.5%	N/C	0.3%	0.3%
Prof. development days/teacher	14.0 days	Down from 15.8 days	12.6 days	12.0 days
District				
Superintendent's years at district	1.0	Down from 4.0	3.5	3.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 20.8 to 1	21.3 to 1	21.0 to 1
Prime instructional time	88.7%	Down from 89.8%	89.5%	89.5%
Dollars spent per pupil*	\$7,661	Up 3.9%	\$7,160	\$7,217
Percent of expenditures for teacher salaries*	55.4%	Down from 57.1%	56.3%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	94.4%	Up from 93.1%	97.4%	97.3%
Number of schools	79	Up from 74	16	8
Number of magnet schools	12	Up from 11	0	0
Number of charter schools	5	Up from 0	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	13.0%	Up from 12.2%	3.2%	4.3%
Average age in years of school facilities	38	Down from 44	26	26
Number of schools with SACS accreditation	13	Up from 12	14	8
Average administrator salary	\$67,713		\$67,300	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	9 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	35.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

Dear Parents and Community Partners:

As I reflect on my first year as your Superintendent, I'd like to take this opportunity to share my vision for every student and every school in Charleston County School District.

Since my arrival last October, I have devoted a great deal of time and energy to learning and understanding our local school system. I have listened and talked, collected and analyzed data, and developed and launched a comprehensive plan for our future.

"The Charleston Plan for Excellence, 2004-2010" outlines the vision and the work of the District for the next six years. It focuses on the implementation of turnaround models for struggling schools and the development of instructional and system coherence for the entire school district. (NOTE: For more on "The Charleston Plan for Excellence," please visit the District website at www.ccsdschools.com)

"The Charleston Plan for Excellence" is for every school, every student, every teacher, every staff person, and every community member who cares about the future in Charleston County.

"The Charleston Plan for Excellence" involves six core strategies: Curriculum and Instruction Improvement, Best Financial and Business Practices, Accountability and Evaluation, Integrated Public Engagement, Safe and Orderly Schools, and High Performance Organization.

It calls for Charleston County School District to be the #1 school district in the state of South Carolina by the year 2010.

"The Charleston Plan for Excellence" is all about our students. It is about all children reaching for success and achieving their potential. It is about a good education, a healthy community, and a quality economy. It is about Achieving Performance EXcellence (APEX).

Won't you join me in this effort to put the children in Charleston County first? Let's work together to make Charleston County School District the very best public school system in the state and the nation.

Thank you for the warm welcome to your community and for the wealth of ideas, information, and inspiration. And most of all, thank you for your support - past, present, and future.

Working Together for the Success of All Children,

— Dr. Maria L. Goodloe, Ph.D., Superintendent of Schools